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schoolroom; special function of each. (d) Mechanics of reading. Teaching new words, and words the meaning of which it is not easy to make clear, such as connectives, and some adjectives and pronouns; necessary repetition of words; use and place of phonics; use of the dictionary. (e) Preparation of a good reading lesson. (f) Discussion of typical reading lessons; reading for comparison of observation and experience, for information, for delight in expression. (g) The place and purpose of a reading, recitation, or lesson upon the daily school program; the final test of a good reading lesson.

9th Topic—*Expression:* (a) Value of the various modes of expression in a child's development. (b) The reason for choice—from the child's standpoint, from the adult's. (c) Relation between a child's oral and written vocabulary. (d) Economy in the teaching of language, spelling, grammar, punctuation, and capitalization. (e) Methods of teaching writing compared. (f) Comparison of the purpose and basis of this form of expression with those of drawing, painting, modeling, and dramatic action. (g) Necessity and place of drill and direction in all expression work. (h) The influence upon children of songs, games, gymnastics, manual training, and dramatization of stories; effect of artistic surroundings.

10th Topic—*Final Discussion of Courses of Study for the Primary Grades:* Values compared: (a) The ideal of the teacher. (b) The governing motive of the children. (c) The self-activity exercised by the children. (d) The kind and quality of expression necessitated. (e) The habits established by the work. (f) The intrinsic value of the subject-matter. (g) The results in knowledge. (h) The results in skill. (i) The amount of drill required, etc. (j) The recognition and treatment of natural fatigue and of temporary weakness. (k) The recognition and treatment of physical, mental, and moral defects. (l) The recognition and treatment of the child's individual interests and marked peculiarities.

The Model School

Kindergarten, daily session from 8:50 to 10:30 A. M. in Kindergarten Room.

Primary Department, 1st and 4th grade class, daily session from 1:30 to 3:30 P. M. in Chapel Hall.

Ideally the work of the Model School should in no way differ from the regular school work of the year. It should be conducted by the several grade teachers, in their respective rooms, under natural conditions.

At present, however, there is but one room available for our use, and it was decided that for this year all the teachers should work together in one primary department, and make the work as suggestive as possible to the observers in the Model School.

The work is correlated around the life and interests of the children, and this necessarily brings about a correlation in subject-matter. An external correlation is not the most essential consideration, and a brief summary of the various outlines may illustrate this point.

Miss Bradley conducts the study of local conditions in nature. In her work the children are constantly brought into direct contact with typical natural areas in the environment of the school, such as swamp, forest, lake, beach, and prairie, and discover the chief characteristics of the soil, minerals, plants, and animals of each section.

Miss Stilwell, in geography, plans to have the 4th grade children begin the study of local conditions. In six weeks they cannot realize the full meaning of the situation of Chicago with reference to the lake shore. They can determine, however, from actual observation, the local effects of different shore lines, and easily gather sufficient data to discover the chief physical causes which led to Chicago's settlement and growth.

Miss Mitchell continues the study of local conditions from the historical standpoint. The question of what is fundamental to a city, and the necessary qualities of a good citizen, are difficult to discover in the complexity of a great city like Chicago. She therefore proposes that the child study his present condition in the light of the life of primitive peoples. He here meets and solves simple problems and applies the knowledge thus gained to the interpretation of his own life and environment.

Miss Van Hoesen's work in mathematics is necessarily correlated with every subject in the Model School curriculum. In every case the children use the number processes only as necessary means to desired ends. They construct working plans, and make apparatus, tools, and articles needed for use in the Model School and the home. Through actual measurement they gain definite ideas of physical growth, strength, and development, which form the basis of their judgments in science, history, geography, and sloyd work. Incidentally such standard units of measurement as the foot, yard, pound, quart, and gallon are functioned through use.

Drill in mathematics is understood by the child as a means of helping him to overcome obstacles between himself and a desired goal.

Two hours each week the children will work in the sloyd room under the direction of Mr. Carley or Miss Champlin. During this time they will construct in wood the apparatus necessary for immediate use in their work—such as the stretcher-frame for art work and the clinometer.

During the library periods the children will use books, pictures, and maps under the direction of Miss Warren and the teacher in the Model School.

Without further explanation it will be found that the outline of Miss Cooke in literature, and that of Miss Hollister in art, Miss Payne in music, and Miss Crawford in physical culture are based upon the same principles. They illustrate not only the individual methods of each teacher, but also show that all are dominated by the same general spirit and purpose.

Nature Study in the Model School

Harriet Towle Bradley

Special emphasis will be placed upon field work. It is desirable that the teachers observing the work be as familiar as possible with the experiences and problems of the children. For that reason the region selected for study will be that about Winnetka, described in the syllabi of the departments of Geography, Nature Study, Mathematics, and Art, as well as the immediate environment of the school.

All of the class-room work of the children will be based upon the experiences gained by them during the field trips. Indoors and in the field the aim will be to have the children give full expression to their thoughts and feelings in art, language, dramatic representation, and song. The object of the summer's work is that the children may realize and thoroughly enjoy the beauty of the summer landscape.

Field Work for Both Grades

Three phases of field work will be considered :

I. The topographic forms of the region visited, namely: 1, the upland; 2, the ravines; 3, the lake cliff; 4, the beach; 5, the old beach ridges; 6, the swamps. The most important features of this work will be: (a) Sketching with crayon and water colors. (b) Taking photographs. (c) Collection of stones found on beach and bluff, and of specimens of soil from each area. (d) A trip to the Winnetka observatory, where a view showing general topographic relations can be obtained.

II. The vegetation of the region. Characteristic floras of: 1, the prairie; 2, the swamp; 3, the upland forest; 4, the ravine; 5, the lake cliff; 6, the beach ridge; 7, the present beach. The main features of the work will be: (a) Painting of the different areas to show character of vegetation. (b) Sketching trees, shrubs, or herbs which have special significance in any of the areas. (c) Taking photographs of typical tree forms, lianas, etc. (d) Collection of twigs, leaves, roots, seeds, mosses, bowlders with lichens, specimens of different woods. (e) Games and songs for the field. (f) Dramatization of stories and myths.

The children will also make one trip to the Field Columbian Museum to see the economic products of plants.

III. Animal life of the region. A study of the various animal forms found in the different areas. 1, the swamp; 2, the forest; 3, the prairie; 4, the stream; 5, the beach; 6, the lake. (a) The food of the various animals and their ways of obtaining it. (b) Their homes and means of protection. (c) Their range and means of locomotion. The main features of the work will be: (a) Record of the birds in color. (b) Imitation of bird notes. (c) Dramatization of stories and myths. (d) Collection of insects, frogs, etc., for study in the schoolroom whenever the proper food can be obtained.

In connection with this work the children will visit the Lincoln Park Zoölogical Gardens and the Academy of Sciences.